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Innovations in Teaching at QUT
Shannon Satherley
Lecturer, School of Design
Faculty of Built Environment & Engineering

Changing Relationships:

Re-activating Student and Staff
Engagement in the Design Studio
Learning Environment

Changing Relationships: Re-activating Student and Staff Engagement in the Design Studio Learning Environment

Overview

Background: the design studio learning environment

The issues

The response: changing relationships

So far: activation achievements

So far: activation challenges

Thoughts on wider applicability

Issue:

a perceived lack of engagement of students and casual staff in the design studio learning context.

Response:

to invert the usual QUT design studio delivery structure to re-activate the learning environment to engage students and casual staff more effectively in the teaching and learning process.

Background: the design studio learning environment

Faculty of Built Environment & Engineering

School of Urban
Development

School of
Design (SOD)

School of
Engineering
Systems



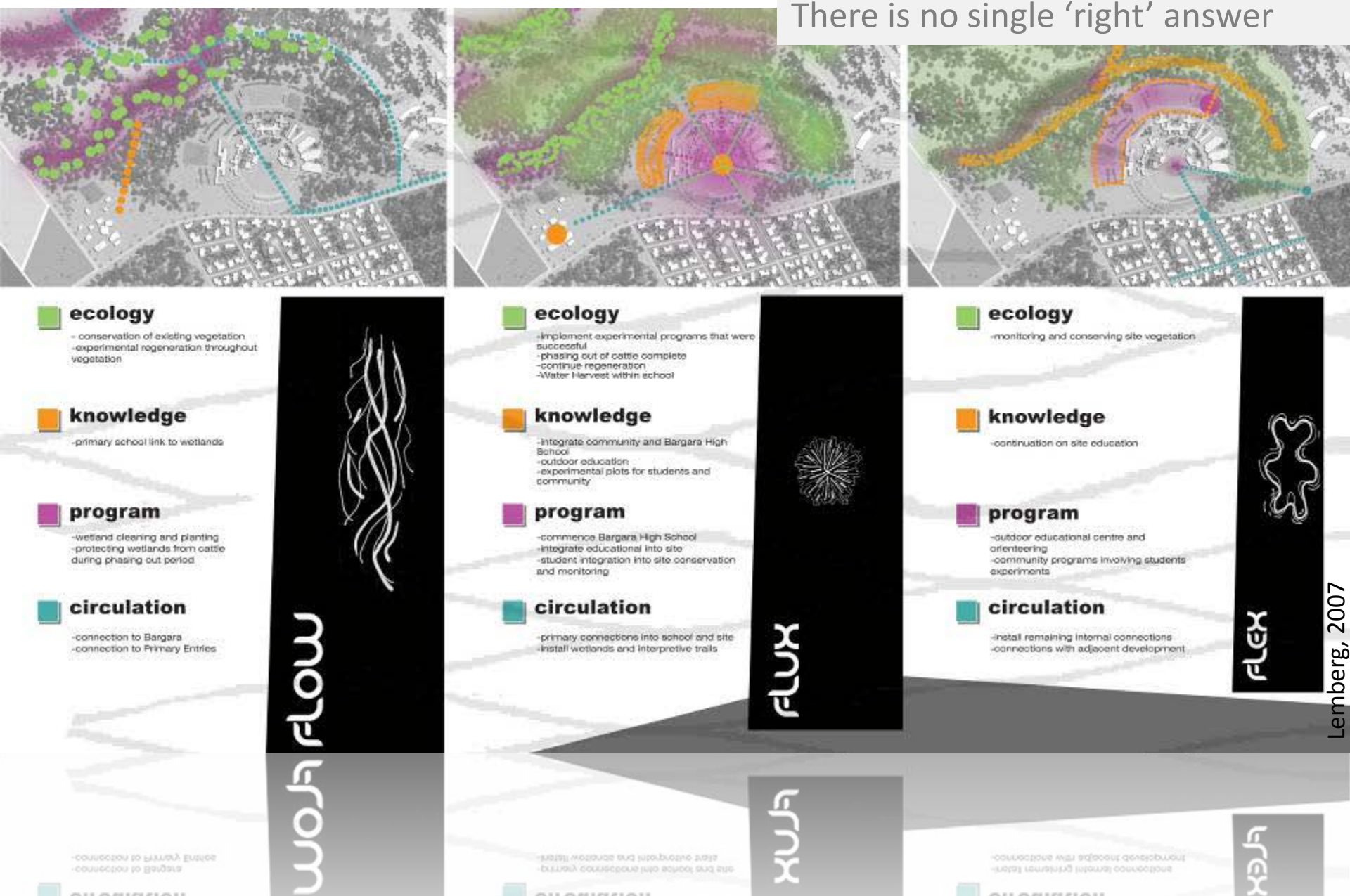
Industrial Design
Landscape Architecture
Architecture
Interior Design



Design Studio
Learning
Environments

Background: the design studio learning environment

There is no single 'right' answer

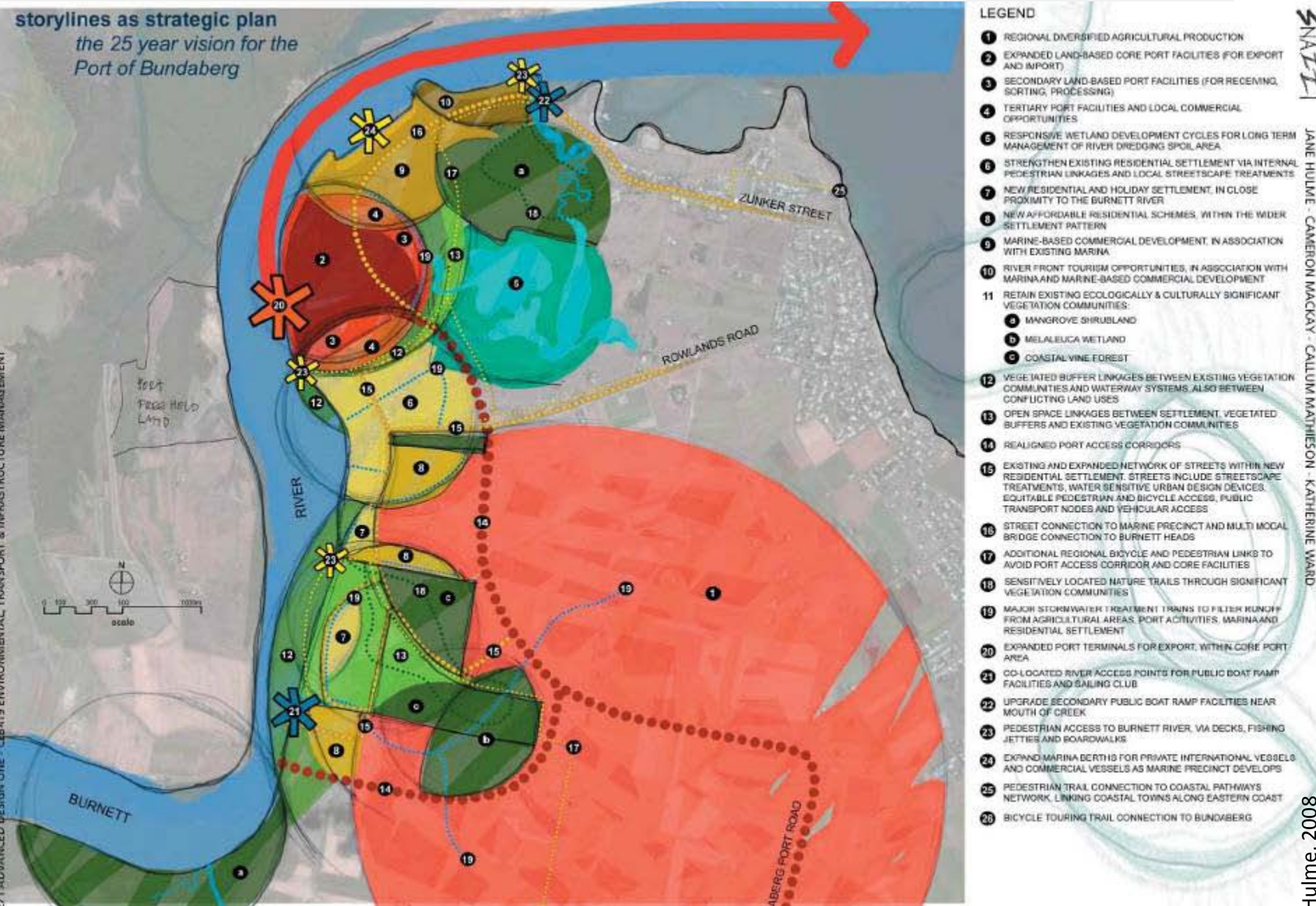


Background: the design studio learning environment



master plan

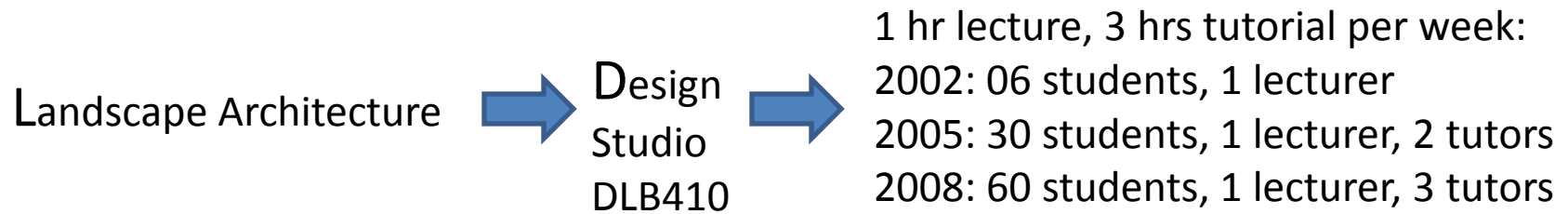
Background: the design studio learning environment



Background: the design studio learning environment

Traditional expectation of lengthy one-to-one tuition





DLB410 staff believe student engagement with studio learning is falling.

Our evidence is anecdotal, in the areas of:

- attendance
- participation
- learning
- performance

My diagnosis includes:

- increased class size means very little one-to-one time - students tend to feel 'anonymous'
- increase in teaching by casual tutors with varied levels of experience and assurance

Anecdotally, these issues are common across the SOD

It just so happened ...

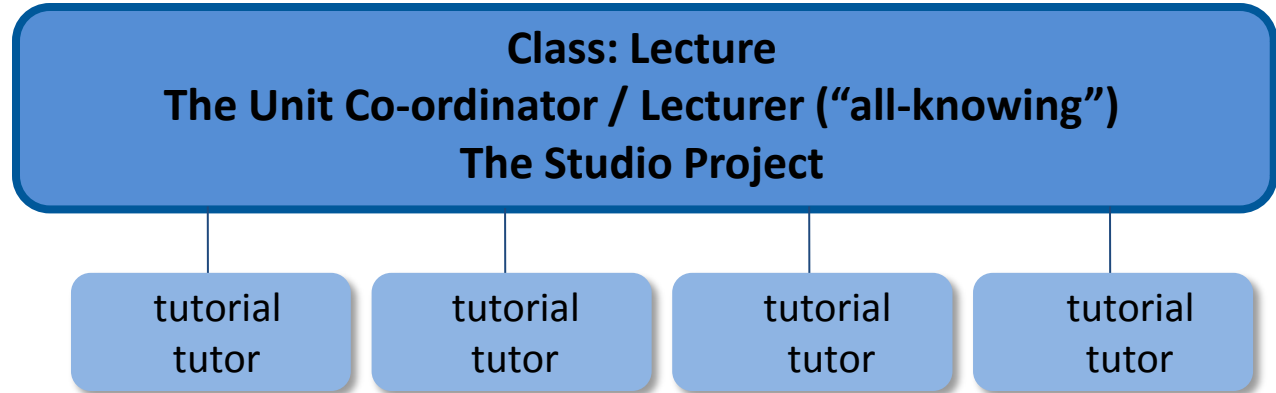
The “Australasian Survey of Student Experience ... rests on an understanding that student learning is influenced by how a student participates in educationally purposeful activities, and on how institutions and staff generate conditions to stimulate involvement.”

(BEE ADTL)

Focus of 2009 t&l grants

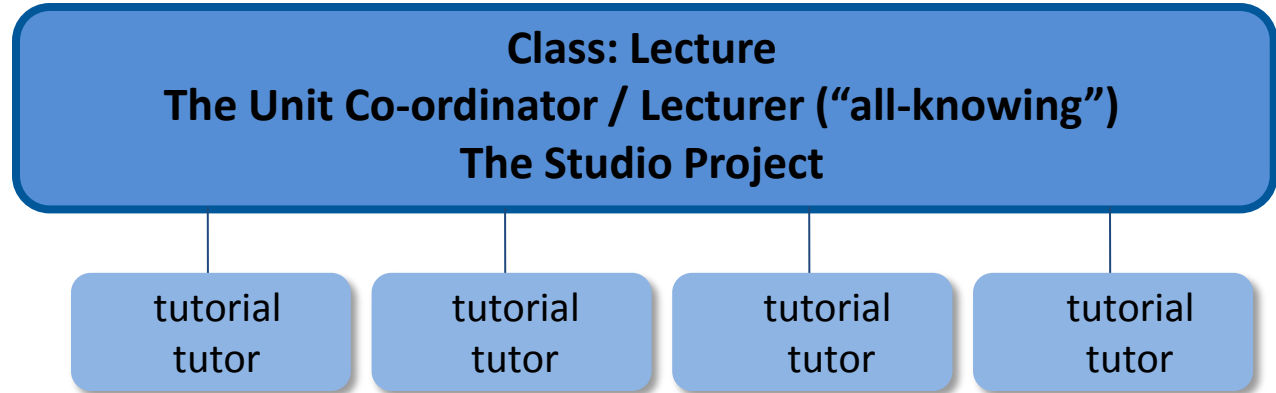
The Response: changing relationships

Traditionally at QUT, studio is taught using the following base format:

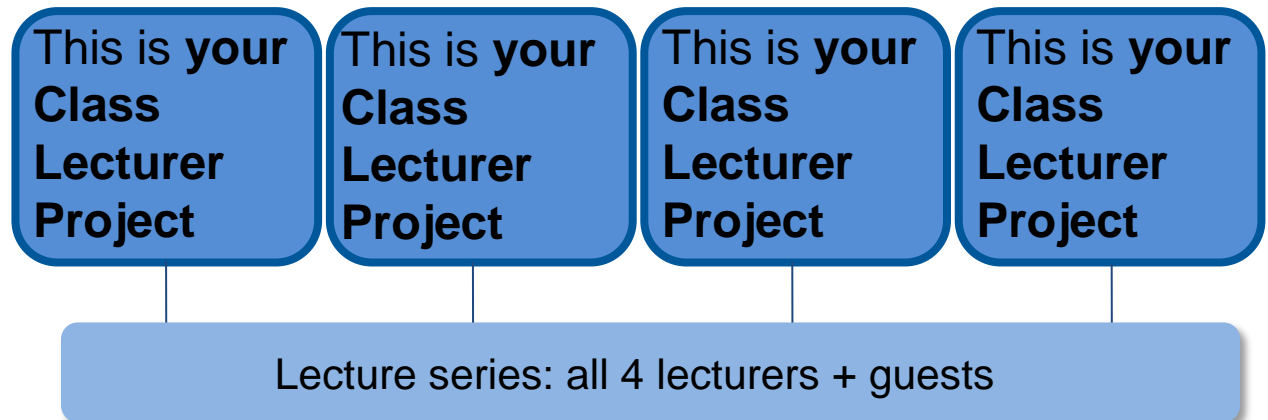


The Response: changing relationships

Traditionally at QUT, studio is taught using the following base format:



The inverted studio teaching structure takes the following format:



Aim: to change the relationships between students, staff, the whole class, and the unit content.

The Response: changing relationships

Wk	Date	Lecture: 8-9 Room L601	Studio 9-12 Rooms D301, D304, D307, F104 Allocated week 1	Assignments +Readings to do BEFORE this class (refer pp. 2-3 for location codes)	%	
1	22/07	Introduction & studio sign-ups: first in get first pick of projects!	Introduction to site planning, site survey, and to studio project. Site visit	Thomas 2002, pp1-7, & 33-47 Beer & Higgins 2000, pp.3-8; & 13-17 CMD		
2	29/07	Character Appraisal: Paul Songhurst	Workshop on Hood reading Character Appraisal exercise	Thomas 2002, pp. 55-62 Hood 2006, pp. 144-164 CMD		
3	05/08	Survey and appraisal synthesis - potentials and challenges: Scott Jensen	Character Appraisal pinup Developing Design Brief Discussion of Vision, Aims and Objectives	Thomas 2002, pp. 29-31 Beer & Higgins 2000, pp.215-228 LCR		
4	10/08 (Mon)	FOLIO PICTORIAL ESSAY DUE: Submit to AM note this is due on the MONDAY				10
4	12/08	PUBLIC HOLIDAY: CLASS IN LIEU ON MONDAY 26 October, week 14				
5	19/08	8am GO TO STUDIOS: Groups present draft Design Brief and Site Appraisal: peer & lecturer review Workshop: Class develops a User Needs Analysis		Thomas 2002, pp. 15-28		
6	26/08	8am GO TO STUDIOS: PRESENTATION & SUBMISSION OF SITE APPRAISAL & DESIGN BRIEF Submit to AM				40
7	02/09	Site Planning: Developing concepts: Shannon Satherley	Workshop: Blue Sky ideas 11am D301 studio lecture: The Highline, NYC – Paul Songhurst	Thomas 2002, pp. 63-71 Lecturer-provided reading to influence ideas development		
8	09/09	Site Planning: Developing Site Plans: Kim Carmichael	Concept development exercise (goes into Folio) 11am D301 studio lecture: Design for Universal Access – Kim Carmichael	Thomas 2002, Chapter 12.0 Motloch 2001, pp.286- 292; and 294-301 CMD		
9	16/09	8am GO TO STUDIOS:PRESENTATION OF FOLIO CONCEPT DEVELOPMENT EXERCISE: assessed in class, then submit to AM				10
10	23/09	Design for circulation: Adj. Prof. Glenn Thomas	Workshop: circulation 11am D301 studio lecture: Site planning in China – Scott Jensen	Motloch 2001, read pp. 158-170; skim pp.171-183 to help you identify issues LCR		
	30/09	MID-SEMESTER BREAK				
11	07/10	8am GO TO STUDIOS: Informal presentation of site plans-in-progress 11am D301 studio lecture: Lesotho Project: Adj. Prof. Glenn Thomas				
12	14/10	8am GO TO STUDIOS: Sign up for one to one tutorials reviewing your site plans 11am D301 studio lecture: Karumba project – Shannon Satherley				
13	21/10	8am GO TO STUDIOS: Informal presentation of site plans ALMOST COMPLETE!				
14	26/10 (Mon)	8am GO TO STUDIOS: PRESENTATION & SUBMISSION OF SITE PLANS Submit to AM				40

So far: activation achievements

Attendance:
Tutorials
Lectures



So far: activation achievements

Participation:
Students
Lecturers



So far: activation achievements

Participation:
Lecturers



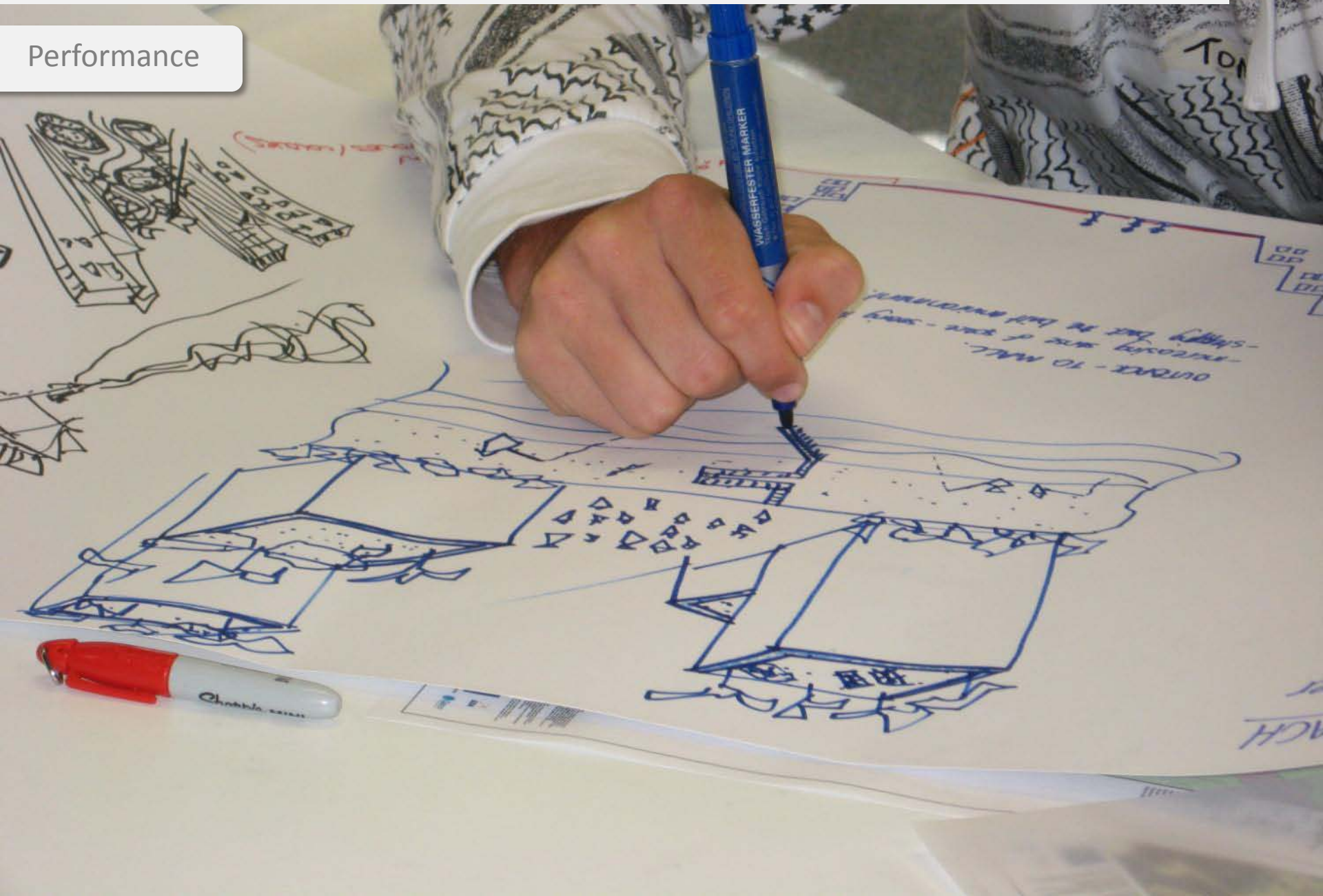
So far: activation achievements

Learning



So far: activation achievements

Performance



So far: activation challenges

A lot rides on the enthusiasm and competence of the casual staff

It costs \$ + time (theirs and ours) to train casual staff

There will not be the extra \$ next time

Very tricky if a staff member is ill

Co-ordination increased prior to semester, but then decreased during

Students sometimes think the other class did something 'better'

Marking moderation is challenging

A few thoughts on possible wider applicability ...

Core knowledge and skills to be taught: but students could choose their tute based on an application/ case study/ etc?

Tutors could be invited to contribute suggested applications/ case studies

Tutors could be invited to do a 'guest' tutorial – come up with a lesson plan

Tutors could be asked to select a reading

Tutors could give short talks on themselves and what they do

In large classes – link lecture attendance day to tute group

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Activating the Design Studio Learning Environment